

## Year Seven

The Year 7 SOW focuses on the concept of 'Origins of Earth.' How was the planet, its lands, sea and sky formed? Their passport contains topic overviews, their progress in class and homework and their assessments, their termly reflections on how they study and what they have discovered, maps; local, national and international plus a thematic map- plate tectonic, super powers, predicted sea level rise. Their assessments will contain a Knowledge, Understanding and Skills for which they will be assessed on for that particular topic.

Term	Topic	Assessment Method	National Curriculum Reference
Autumn Term	<p><b><u>My Personal Geography</u></b></p> <ul style="list-style-type: none"> <li><u>Geography in the News</u> – summer news stories – where in the world (5 W's)?</li> <li>What is Geography?</li> <li>What are the different types of geography?</li> <li>Key geographical skills- compass, distance, latitude and longitude, grid references.</li> <li><u>Passport</u> – Identify connections. Favourite places. Identify key issues i.e. sustainability and carbon footprints.</li> </ul> <p><b>Local environment investigation</b></p> <p><u>Geography in the News</u> Christmas stories – where in the world (5W's)?</p> <p>The origins of the Wirral – evidence of geological change in the Wirral (rocks, weathering, glaciation and soils of the Wirral) The local (physical) landscape – including rivers....</p> <p>The Wirral : human landscape. Settlement (incorporates map skills). Why was The Wirral a good place for settlement?</p>	<p><b>Assessment</b> <i>Baseline Testing</i> AO1, AO2 AO3 and AO4</p> <p><b>Assessment</b> <i>Local Environmental Investigation</i></p>	<p><i>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs</i></p> <p><i>Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</i></p> <p><i>Understand how geographical processes interact to create physical landscapes that change over time.</i></p>
Spring and Summer Term	<p><b><u>The Lithosphere - Dangerous Geography</u></b></p> <ul style="list-style-type: none"> <li><u>Restless Earth</u> – The geological timeline from the Big Bang to the Holocene period.</li> <li>Volcanoes. The structure of the earth. Introduction to plate tectonics. Structure of volcanoes. Volcanic activity. Case study (Mt St Helens)</li> <li>Volcano tea party.</li> <li>Earthquakes – (causes and effects), Asian tsunami – preventing another disaster. (DME)</li> </ul> <p><b><u>Geography Futures</u></b></p> <ul style="list-style-type: none"> <li>Climate Change – causes, consequences, solutions.</li> <li>Impact of climate change (tropical storms, wildfires)</li> </ul>	<p><b>Assessment</b> <i>Volcanoes</i> <i>Summative Test</i></p>	<p><i>Geological timescales and plate tectonics</i></p> <p><i>Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</i></p> <p><i>Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</i></p> <p><i>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Asia (including China)</i></p>

Curriculum Map Year 7 and 8 2021-22

	<p>How dangerous is the Wirral? Wirral's Flood risk. (Envt Agency mapping).</p> <p>CAUSES- focus on greenhouse gases and China and Middle East- fight for fossil fuels</p>		<p><i>including the change in climate understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</i></p>
Summer Term	<p><u>Geography in the News</u> Easter stories – where in the world?</p> <p>Global Superpower</p> <p>-China- deforestation for chopsticks; effects to pandas and CO2 emissions. -ASSESSMENT- debate on the chopsticks tax.</p> <p>Fieldwork and Liverpool Regeneration (the apprentice DME) Albert Dock fieldwork investigation. - Primary data collection and learning to structure and investigation- Intro, aims and methods, data presentation, analysis, conclusion an evaluation. (Brief version).</p> <p>Extension : B Isles Boardgame</p>	<i>End of Year Exam</i>	<p><i>interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs</i></p> <p><i>human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</i></p> <p><i>collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</i></p> <p><i>use Geographical Information Systems (GIS) to view, analyse and interpret places and data</i></p>